

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St Osmund's Middle school
Number of pupils in school	715
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Saira Sawtell
Pupil premium lead	Lynda Staddon
Governor / Trustee lead	Julia Benson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,680
Recovery premium funding allocation this academic year	£17,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24,423
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£164,203

# Part A: Pupil premium strategy plan

## Statement of intent

- *At St.Osmund's we aim to provide individual and holistic support for children in receipt of pupil premium to reduce the impact that disadvantage can have on life chances.*
- *To narrow the gap in attainment, progress, attitudes to learning and cultural capital between disadvantaged and non-disadvantaged pupils.*
- *High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and will benefit from most.*
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*We make decisions about pupil premium funding based on the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children are: less developed language and communication skills, lower confidence as a learner, lower attendance and lower aspirations. There may be complex family issues that impact on a child's ability to learn. There is no 'one size fits all' and the challenges faced are varied.*

### ***The key principles of our strategy are:***

- *Pupils in receipt of pupil premium to make comparable or better progress than their non-pupil premium peers.*
- *To ensure that the teaching and learning opportunities meet the needs of all pupils.*
- *Reading, writing, oracy and maths are given a high priority across the school*
- *All pupils in receipt of pupil premium to have access to curricular and extra-curricular opportunities to enhance their cultural capital.*
- *The well-being of pupils in receipt of pupil premium is prioritised and supported with effective intervention which has long term benefit.*
- *To reduce the impact of social disadvantage*

### **Achieving these objectives**

The range of provision includes but is not limited to:

- 1:1 support
- Small group support
- Use of the NTP

- Additional teaching and learning opportunities provided through trained TAs or external agencies
- Resources are used to target children for additional support to reach Age Related Expectations
- Transition support from first schools and to upper school
- All curricular resources and trips are automatically paid for.
- One residential trip in KS2 and KS3 is paid for in full.
- All pupils have access to IT at home by providing laptops and wifi dongles if necessary
- Homework and breakfast club
- Access to sports clubs
- Behaviour and well-being support - ELSA and nurture groups.
- Access to small group and 1:1 counselling for children and families
- Support to learn a musical instrumental
- All previously looked after children are supported to the same level as those in receipt of FSM
- **All our work through pupil premium is aimed at accelerating progress moving children to at least Age Related Expectations.**

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reading – low attainment on entry
2	Writing - low attainment on entry
3	Oracy – lower language and communication skills
4	Maths – low prior attainment on entry
5	Lack of cultural capital – less exposure in family life.
6	Attendance and punctuality of PP/SEND pupils
7	Progress and attainment of PP and PP/SEND pupils
8	Wellbeing of some pupils and their families
9	Greater depth is not reached by as many PP children compared to non PP peers

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

<b>Intended outcome</b> (link to SIP, PP is SIP 1.3 dedicated line)	<b>Success criteria</b>
Pupils, especially lower prior attainers, make improvements in reading. PP children develop a love of reading and reach ARE. <a href="#">SIP 1.2</a>	PP reach ARE/ GD Achieve above national average progress scores
Writing –across the school has high priority and is increasingly taught in all lessons. <a href="#">SIP 1.5</a>	Short burst quality writing evident in lessons across the school. Progress and attainment comparable to non PP peers. Achieve above national average progress scores
Oracy – pupils become more proficient and confident. <a href="#">SIP 1.6</a>	Pupils are confident speakers, talk with good grammar and can use talk to good effect as a rehearsal for writing. Evidenced in lessons
Mastery learning approach improves maths outcomes are in line with non PP peers PP children make comparable or better progress. <a href="#">SIP 1.1</a>	More disadvantaged children reach ARE and GD in SATs Achieve above national average progress scores
Cultural capital – PP children have a greater access to experiences which enhance this and close the gap between them and non PP peers. <a href="#">SIP 2.3</a>	All KS2 and KS3 all pupils experience at least one residential trip per key stage. Curriculum design will facilitate curricular trips GD pupils will be offered opportunities across both key stages
Extra-curricular – programme has breadth and depth and responds to needs and interests of pupils.	Parental surveys to identify needs and barriers. All PP children are able to participate in at least one ECC
Attendance of PP/SEND pupils will improve across all year groups	PP/SEND pupils attendance will move closer to 96%
ATL of PP/SEND pupils will improve.	Half termly data will show higher average ATL scores and improvement in identified subjects
Well-being - Identified pupils will receive well-targeted and timely support.  Parents will be offered counselling and/or signposting to more specialised help	Attendance, attainment, progress, ATL, behaviour will all show improvement or be maintained.  Barriers to achievement will be reduced. Support will effective and have long term benefit for parents and their children. The impact of ACES on the next generation will be reduced.
PLAC progress and attainment will be comparable to their peers	GL results.



## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 65,849

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	High quality CPD is essential to follow EEF principles. This is embedded in staff and department meetings. To include metacognition and self-regulation. (EEF +7 months) and feedback (EEF 6+)	1,2,3,4
PP lead	Strategic lead to develop and monitor PP first strategy across the school	1-8
Reading CPD	Focus on phonics (EEF 5+)	1,2,3,7
Greater depth lead	PP children are less likely to achieve GD than there non PP peers.	7,9
Teaching assistant interventions	Moderate impact (EEF 4+)	1,2,3,4,7
Learning mentor to provide targeted LA in lessons.	It is essential that we know the children and can identify barriers to learning that will affect progress and attainment. Early intervention is key.1:1 learning	1-9

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 31,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor (well-being)	To provide ELSA support. To work alongside families and social services.	1,2,3,4,6,7,8
Well-being needs are identified and supported working alongside the	To sign post relevant services Good relationships with families reduces negative views of school and education	

Nurture and behaviour mentor. To support pupils and families.	leading to better outcomes. Behaviour interventions (EEF 4+)	
Lexia to support reading and structured literacy	Individualised programme which targets misconceptions and skill development and helps to close the gap and accelerate progress. Reading comprehension strategies very high impact (EEF +6)	1,2
NTP	Covid has had an impact on outcomes. To ensure PP children reach at least ARE in Year 6. 1:1 tutoring high impact (EEF +6)	1,2,3,4
Small group intervention English	Due to a disadvantaged upbringing children are less likely to have the breadth of vocabulary, knowledge, skills that a typical non PP child has gained by Year 5. High impact (EEF +4)	1,2,3,4
Small group intervention maths	Covid has had an impact on outcomes. To ensure PP children reach at least ARE in Year 6. High impact (EEF +4)	5
Let's Think English reading intervention and oracy lessons.	Due to a disadvantaged upbringing children are less likely to use talk to connect ideas and explain what is happening clearly. Very high impact based on extensive evidence. (EEF 6+)	3
KS2 reading scheme and books to close gaps in reading ages	An investment in reading books was undertaken to support the EEF research. Reading comprehension strategies (+6)	1,2

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £80,594

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	Improves punctuality of these pupils and research shows that hungry children do not learn as well.	6,7,8
Independent learning club	Children have access to the internet and printers and LA support to complete their hmwk. (EEF 5+)	7,8
Year 5 Welcome packs (stationary, book tokens etc)	Children are well prepared for learning	1,7,8

Attendance monitoring	Attendance is currently good for PP pupils and has been for the past few years. Poor attendance impacts on progress and attainment. A slightly higher % of PP are late for school than non PP	6,7
Nature therapy 1:1 support	Counselling is provided on a 1:1 basis for identified children. This plugs the gap between ELSA and CAMHS support and has been essential to support well-being and maintain attendance levels and academic progress. It has also prevented further escalation which would jeopardise both progress and attainment.	7,8
Small group sessions	Year 5 and 6 children. Focused work on feelings and emotions and how to communicate and manage these in a healthy way for life.  We have seen a reduction in behaviour incidents for these children and higher feelings of self-esteem, emotional resilience and emotional literacy. Social and emotional learning (EEF 4+)	7,8
Residential costs	A residential trip in KS2 and KS3 is fully funded for all PP children or the funding can be split 50:50 so that a residential trips in each year group can be chosen. (£500 is available towards the cost of the ski trip at KS3)	5
Music lessons	Disadvantage should not prevent any child from learning an instrument. Every child has the opportunity to do so. Ongoing support including the purchase of a musical instrument is available through the Richard Ely trust.	5
Curricular day trips and curricular materials	Research indicates that increasing cultural capital improves life chances. All pupils have an equal opportunity to participate.	5
Sports clubs	Any externally provided clubs which use the school premises (eg tennis) are fully funded.	5
Other extra-curricular clubs (non-sporting)	Children have the opportunity to experience a wide range of experiences. Transport needs are met if necessary to maximise participation in wider school life	5
Uniform support	Children do not feel embarrassed about the quality and fit of their uniform, PE kit and shoes	6,8
Hot school meals	All PP children in receipt of FSM have access to a hot nutritional meal each day	7,8

	to help reduce the impact of any food poverty they face.	
Reading books	Improvements in reading age and a love of reading improves life chances	1,7,8,9
Transport	Improved attendance has a direct impact on progress and attainment	5,6,8

**Total budgeted cost: £177,662**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Strategy aims 2019-22 published last year remain ongoing and are embedded in this document.

Covid and lockdowns have had an impact on outcomes. However they also offered us a an opportunity to strengthen relationships between school and PP families and we were able to offer support with home learning, IT capability, internet access, food hampers and signposting to relevant external agencies. This work will pay dividends long into the future.

We remain focused on reading across the school and are working alongside families to ensure that every PP child's reading age matches their chronological age. Intervention is well targeted to meet this aim.

We monitor and evaluate the impact of initiatives that support the aims of our strategy and modify or change as necessary.

#### **Summary of progress**

We are now a school that prioritises PP children in all areas and has an aspirational focus for all children. A focus on quality first teaching and small group targeted intervention has focused on progress. The COVID 19 pandemic has compromised the previously stated timescale to achieve our strategy aims but we are making good progress and are using the PP funding effectively to improve the life chances of our disadvantaged pupils.

The PP learning mentor role is now well established and supports identified children in the classroom, through small group intervention, ELSA and through building trust and positive relationships with our families.

Sparkles Nature therapy work alongside us to provide small group to explore emotions and increase emotional resilience and 1:1 counselling support. We are passionate about well-being and truly believe that this underpins positive behaviour, progress and attainment.

The ATL, progress and attainment PP children is tracked as a cohort in each year group and on an individual basis. This guides early intervention whether that be academic, behavioural or well-being. All parties are involved in giving this extra support from a teacher, tutor, year lead, PP learning mentor, Education extra, behaviour mentor, well-being team or a member of SLT.

Y8 Cohort 2020-21	Maths			Reading			Writing				GPS		
	Y6 SATS	Sep- 20	Jun- 21	Y6 SATS	Sep- 20	Jun- 21	End of Y5	SATS	End of Y7	End of Y8	Y6 SATS	Sep- 20	Jun- 21
	100+	Stanine 5+	Stanine 5+	100+	Stanine 5+	Stanine 5+	Band 3+	EXE+	Band 3+	Band 3+	100+	Stanine 5+	Stanine 5+
ALL	82%	72%	82%	69%	83%	82%	63%	62%	67%	68%	73%	73%	70%
Boys	79%	74%	85%	61%	82%	79%	57%	50%	57%	59%	67%	70%	68%
Girls	80%	70%	79%	78%	84%	85%	68%	74%	78%	76%	80%	76%	71%
Non-PP	83%	75%	85%	71%	82%	83%	66%	65%	70%	69%	75%	76%	71%
PP	63%	57%	71%	59%	87%	77%	45%	50%	53%	61%	66%	61%	61%
Non-SEND	87%	79%	88%	79%	91%	90%	69%	70%	76%	77%	83%	83%	78%
ALL SEND	42%	37%	55%	23%	43%	45%	31%	23%	26%	26%	26%	27%	29%
	110+	Stanine 7+	Stanine 7+	110+	Stanine 7+	Stanine 7+	Band 4+	GDS	Band 4+	Band 4+	110+	Stanine 7+	Stanine 7+
ALL	17%	32%	49%	26%	45%	47%	10%	10%	23%	24%	31%	30%	31%
Boys	22%	37%	56%	20%	41%	44%	4%	6%	14%	14%	22%	31%	26%
Girls	11%	27%	41%	33%	49%	49%	16%	15%	33%	35%	39%	29%	36%
Non-PP	18%	35%	52%	31%	50%	48%	12%	12%	25%	26%	34%	32%	32%
PP	9%	17%	32%	6%	23%	39%	0%	3%	16%	16%	16%	23%	26%
Non-SEND	19%	36%	54%	30%	52%	52%	11%	11%	27%	28%	34%	32%	34%
ALL SEND	6%	10%	26%	10%	13%	19%	3%	3%	6%	6%	13%	20%	19%

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
	My Tutor

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*